

FOOD, DRINKS AND COLOURS KS2 SPANISH PLANNING

Class:

Term: Spring 2

Subject: Spanish

Topic: Food, Drinks and Colours

Differentiation and support	Cross curricular links
<p>SEN / EAL: Work with more able partners / peers, Focus mainly on oral work</p> <p>GT: Support less able peers. Encourage accurate written work (grammar and spelling)</p>	<p>English: comparing English and Spanish punctuation, using a dictionary, word classes (adjectives and nouns), adjectives for food and drink, definite and indefinite articles</p> <p>Science: food pyramid and healthy / unhealthy food and drink</p> <p>ICT: using online games, audio on PowerPoints</p> <p>Art & D+T: designing an ideal snack</p> <p>PSHCE: understanding everyone has different likes and dislikes, understanding the traffic light system for labelling food, food pyramid and healthy / unhealthy food and drink,</p>

Note:

- **For Lesson 2, will need empty food and drink packaging, so ask parents to send these in at the start of the half-term. The letter to do this can be found with the Lesson 2 resources.**
- **For Lesson 5 may wish to have some different food for the children to taste, but this is not essential**

Unit overview

Lesson 1: Masculine and feminine nouns (food and drinks)

Lesson 2: Learning to describe food and drinks as healthy or unhealthy

Lesson 3: Learning to communicate likes and dislikes

Lesson 4: Learning to describe fruit and vegetables using colours

Lesson 5: Learning adjectives for food and drinks

Lesson 6: To consolidate and assess learning for this unit

Note: All PowerPoints come with audio of any Spanish words or phrases

W	LO	Activities	Resources	Success Criteria
1	<p>To understand that nouns in Spanish are either masculine or feminine</p> <p>To identify the gender of nouns in Spanish</p> <p>(40 mins)</p>	<p>Intro: Go through the PowerPoint which:</p> <ul style="list-style-type: none"> • asks the children to think, pair, share what we covered in Spanish in the previous unit • explains that we will learn about 'Food and Drinks' this half-term • asks the children to think, pair, share their favourite and least favourite foods • asks the children to think, pair, share their favourite and least favourite drinks • asks the children to think, pair, share which label in Spanish goes with which image for 6 food or drink items. Encourage the children to discuss what they notice about the words and how they worked out the answers • answers to the labelling task • asks the children to look at the difference between nouns in Spanish and English (the Spanish nouns have <i>el</i> or <i>la</i> before them) • goes over the pronunciation of the words for the food and drink we looked at – ask the children to repeat the words • explains the use of masculine and feminine nouns in Spanish • explains how to identify masculine and feminine nouns in Spanish • explains the meaning of masculine and feminine in English • asks the children to think, pair, share if each of the items is masculine or feminine • final slide on independent work <p>Explain the independent work, and name each item on the worksheet in English Explain how in a Spanish-English dictionary, whether a word is masculine or feminine can be deciphered by looking at the letter m or the letter f in brackets next to it</p> <p>Teaching points: All nouns in Spanish are either masculine or feminine Masculine nouns are preceded by <i>el</i> or <i>los</i>; feminine nouns by <i>la</i> or <i>las</i> Feminine nouns usually end in the letter a</p> <p>Main: Children given a list of food and drink items to sort according to whether each is masculine or feminine Give lower ability / slower working children worksheet; others to work in their books Extension: Children to use a Spanish-English dictionary / PCs, laptops or tablets to look up the Spanish for other foods and drinks and sort these according to whether they are masculine or feminine</p> <p>Plenary: Ask the children to compare their answers, discussing any differences <i>without changing their work</i> Ask the children who got on to the extension to share one of the additional items that they looked up with the rest of the class – the rest of the class need to think, pair, share if the item is masculine or feminine Ask the children who got on to the extension if they found any examples that did not conform to the general guidelines for identifying if a noun is masculine or feminine</p>	<p>PowerPoint</p> <p>Worksheet with table (for lower ability)</p> <p>Worksheet with food and drink items to be sorted (either photocopied and laminated to use again next year or enlarged and put on display)</p> <p>English-Spanish dictionaries</p>	<p>MUST: understand that all nouns in Spanish are either masculine or feminine and correctly identify the gender of some of the items of food and drink given to them</p> <p>SHOULD: as above, but correctly identify the gender of all of the items of food and drink given to them</p> <p>COULD: independently find the Spanish names for more items of food and drink and identify their gender</p>

<p>2</p>	<p>To understand that the masculine or feminine nature of a noun can change the spelling of words before and after it</p> <p>To understand how the traffic light system for food and drink works</p> <p>(40 mins)</p>	<p>Intro: Go through the PowerPoint which:</p> <ul style="list-style-type: none"> revises how to identify the gender of nouns in Spanish explains what we will be learning in the lesson revises / explains the food pyramid and its sections, and asks the children to name some foods from each food group (they can do this in English or in Spanish) explains the 'Traffic light' system used in most supermarkets for showing how healthy different items are shows the phrases '<i>... es bueno para la salud</i>' (masculine) / '<i>... buena para la salud</i>' (feminine), both meaning '<i>... is good for the health</i>' and asks the children to spot the difference between them explains the difference between the two phrases: one is masculine and one is feminine shows the phrases and '<i>... es malo para la salud</i>' (masculine) / '<i>... mala para la salud</i>' (feminine), both meaning '<i>... is bad for the health</i>' and asks the children to spot the difference between them explains the difference between the two phrases: one is masculine and one is feminine recaps how to say if a food is good or bad for your health, with both the masculine and the feminine versions of each phrase <p>Practise describing some foods using the sentences – the children can either suggest items of food and drink in Spanish that they can remember or they can suggest them in English and can find translation on http://www.spanishdict.com/</p> <p>Explain independent work, reminding children that the gender of a noun in Spanish is signified in a dictionary by the (m) or (f) next to it</p> <p>Main: Children to have a range of packaging for foods and drinks on their desks. They need to:</p> <ol style="list-style-type: none"> find out the name of the item in Spanish decide if the item is healthy or unhealthy by looking at the traffic light labelling describe the item in Spanish as being healthy or unhealthy <p>Lower ability children to be given laptops / tablets and use the website http://www.spanishdict.com/ to find out the Spanish for each; higher ability children can use this website too or can use English-Spanish dictionaries</p> <p>Lower ability / slower working children to be given a writing frame worksheet; higher ability children to work in their books</p> <p>Extension: children to attempt to complete the task without referring to the prompt slide</p> <p>Plenary: Give the children an item of food or drink in Spanish, writing it for them to see as well as saying it, and ask them to work in mixed ability pairs to write a sentence to describe it as being healthy or unhealthy</p>	<p>PowerPoint</p> <p>Worksheet (for lower ability children)</p> <p>A range of empty food & drink packaging</p> <p>Slide on how to identify the gender of a noun and slide with phrases printed out, enlarged and left on display</p> <p>Laptops / tablets (at least enough for children not able to use dictionaries)</p> <p>English-Spanish dictionaries</p>	<p>MUST: complete a writing frame by selecting the correct masculine or feminine phrase to describe an item as healthy or unhealthy with adult or peer support</p> <p>SHOULD: as above, but without using a writing frame and working independently</p> <p>COULD: write the phrases and complete the task without referring to the prompt slide</p>
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To access the complete version of this [Spanish Food, Drinks and Colours KS2 planning](https://www.saveteacherssundays.com/spanish/year-3/569/), and all of the resources needed to teach each lesson, visit:

<https://www.saveteacherssundays.com/spanish/year-3/569/>



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